

CHAPTER IV

DATA ANALYSIS

This chapter is concerned with the analysis of the data in order to answer the research questions mentioned in the first chapter. This chapter consists of two parts. The first part is the analysis for answering research question number one: What types of politeness strategies are used by Louanne Johnson. The second part is the analysis to answer research question number two: What factors are influencing the use of those strategies.

In this research, the researcher took the data from the script of "Dangerous Mind" which contain conversations among Louanne Johnson and her students, friends, her friends, and the staff of the Palo Alto High School. The movie is based on a true story (*My Posse Don't Do Homework*, written by Louanne Johnson). This movie tells us about an Ex-Marine, Louanne Johnson who comes to a Palo Alto high school in search of a job as a student teacher. She gets is a full-time position teaching English to a group of bright but "socially challenged" students that she quickly dubs as the "rejects from hell."

4.1. The Politeness Strategies Used By Louanne Johnson.

For analyzing the data and for answering the research questions, the researcher used the theory about politeness strategies from Brown and Levinson (1987), saying that politeness strategies are the strategies that are used to minimize or avoid the face threatening acts that a speaker makes. According to Brown and Levinson (1987: 68-69), politeness strategies consist of bald on record,

positive politeness, negative politeness, and off record. The researcher analyzes these four strategies that are used by Louanne Johnson in *Dangerous Mind* movie.

In order to see the global frequency of politeness strategies used by Louanne Johnson, table 4.1 is presented.

Table 4.1. The Frequency of Politeness Strategies Used By Louanne Johnson

No	The types of politeness strategies	Louanne Johnson	
		Frequency	Percentage
1	Bald On Record	12	20.70%
2	Positive Politeness	30	51.80%
3	Negative Politeness	9	15.60%
4	Off Record	6	10.50%
Total		57	100%

In the table of frequency of politeness strategy used by Louanne Johnson above, the researcher found four strategies, those are : 12 (20.70%) Bald on record, 30 (51.80%) positive politeness, 9 (15.60%) negative politeness, and 6 (10.50%) off record.

The domination of positive politeness strategy is caused by age and social status of Ms. Johnson which is higher than her students, meanwhile formality also influence the domination of politeness strategy used by Ms. Johnson to the other (friends, staff of school, and students' parents). Another reason are Ms. Johnson gradually becomes closer to her students psychologically, and she also wants to maintain a good relationship to her students.

4.1.1. Bald On Record

The prime reason for using bald on record is when the speaker wants to do the face threatening acts with maximum efficiency more than to satisfy hearer's face, even to any degree. Bald on record has two classes: those where face threatening is not minimized, where face is ignored or irrelevant, and those where in doing the face threatening acts (FTAs), speaker minimizes face threats by implication.

In order to see the bald on record strategy used by Louanne Johnson, Table 4.2 is presented. This table includes the types of strategies, frequency of bald on record used by both of them, and the percentage of each strategy. The strategies presented in the table are the ones introduced by Brown and Levinson (1987).

4.2. Frequency of Bald On Record Strategy Used by Louanne Johnson

Strategy	Name of Strategy	Louanne Johnson	
		Frequency	Percentage
1	Cases of nonminimization Of the face threat	9	15.52%
2	Cases of FTA-oriented Bald-on-record usage	3	5.17%
Total		12	20.70%

Table 4.2 shows that there are 12 bald-on record utterances. They are 8 Cases of non-minimization of the face threat utterances and 4 cases of FTA-oriented bald-on usage utterances. For the explanation can be seen on sub chapter below :

4.1.1.1. Strategy 1 cases of non-minimization of the face threat

If speaker and hearer both know that maximum efficiency is important, no face redress is necessary. In cases of great urgency or desperation, redress would decrease the communicated urgency. Speaker provides metaphorical urgency for emphasis. The example of this strategy can be seen on excerpt 1 and excerpt 2 below :

Excerpt 1

Context : It takes place inside of the classroom. A student, Raul asked some karate to Ms. Johnson.

Raul : I'll try some karate with you, Miss Johnson.

Ms. Johnson : I'm sorry, but I'm not allowed to touch a student. But if you really think you know what you're doin', **come on up here.**

From the conversation above, the utterances ...“come on up here” can be shows that Ms. Johnson is powerful and she non-cooperates from Raul’s utterances. However Ms. Johnson is his teacher that’s why Ms. Johnson is more powerful than him.

Excerpt 2

Context : It takes place at school, when both of students, Raul and Emilio Ramires they were coming to blow, before Ms. Johnson came and broke up their fight.

Ms. Johnson : Back off! Hey, hey, hey, hey! Hey! Hey! Hey! iPuto! One of you makes a move, I will call security!

Raul : Aw, bullshit! Big fuckin' deal. They don't care.

Ms. Johnson : Okay, **get to your classes.** Okay. It's all over. **Move!**

From the conversation above, the utterances ...“get to your classes” and ...“move” can be seen that Ms. Johnson is powerful and she non-cooperates from their utterances. However, Ms. Johnson is his teacher that’s why Ms. Johnson is more powerful than them.

4.1.1.2. Strategy 2 : Cases of FTA-oriented Bald-on-record usage

This strategy is oriented to face. Usually, it is used in welcomings (or post-greetings), farewells, where speaker insists that hearer may transgress on his positive face by talking his leave, and offers, where speaker insists that hearer may impose on speaker’s face. The example of this strategy can be seen on excerpt 3 below :

Excerpt 3

Context : it takes place in a restaurant. Raul went to be absent for couple days to work out because he must pay his jacket.

Raul : Miss J, I gotta pay him back. He'll kill me. I didn't have nothing to wear!

Ms. Johnson : Fine. **I'll lend it to you.**

Ms. Johnson offered him to lend some money, wherethe utterances ...”I'll lend it to you” from Ms.Johnson insist that Raul may impose on her face. In the context here, Ms. Johnson doesn’t want Raul to be absent from her class.

4.1.2. Positive Politeness

Positive politeness is used to satisfy the positive hearer by approving or including her as a friend or as a member of an-in group. It is usually seen in group of friends or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (for minimizing the FTA).

In order to see the positive politeness strategy used by Louanne Johnson Table 4.3 is presented.

4.3. Frequency of Positive politeness Used By Louanne Johnson.

Strategy	Name of Strategy	Louanne Johnson	
		Frequency	Percentage
1	Notice, attend to hearer (his interest, wants, needs, goods)	1	1.70%
2	Exaggerate (interest, approval, sympathy with hearer)	6	10.30%
4	Use in-group identity markers	11	19.00%
5	Seek agreement	1	1.70%
6	Avoid disagreement	3	5.10%
7	Presuppose/raise/assert common ground	1	1.70%
8	Joke	3	5.10%
9	Assert or presuppose speaker's knowledge of and concern for hearer's wants	1	1.70%
10	Offer, promise	1	1.70%
12	Include both speaker and hearer in the activity	1	1.70%
14	Assume or assert reciprocity	1	1.70%
Total		30	51.80%

There are fifteen strategies in positive politeness, but some of them are not found in the conversation among Ms. Johnson and her partner. Those are strategy 3 (Intensify interest to hearer), strategy 11 (Be optimistic), strategy 3 (Give (or ask for) reasons), and strategy 15 : Givehints to hearer (goods, sympathy, understanding, cooperation).

Table 4.3 shows there are thirty strategies used by Louanne Johnson, they are 1 notices, attend to hearer strategy, 6 exaggerate strategies, 11 uses in group identity markers strategies, 1 seeks agreement strategy, 3 avoids disagreement strategies, 1 presupposes strategy, 3 joke strategies, 1 assert knowledges of and concern for hearers' wants strategy, 1 offers, promises strategy, 1 includes both speaker and hearer in the activity strategy, and 1 assumes or assert reciprocity strategy.

The positive politeness is distributed in many strategies that are shown in the conversation among Louanne Johnson her partner. She gradually becomes closer to her partner psychologically, and she wants to maintain a good relationship with her partner, especially for her students. For the explanation can be seen on sub chapter below :

4.1.2.1. Strategy 1 Notice, attend to hearer (his interest, wants, needs, goods)

Speaker pays attention to any aspects of hearer's condition (noticeable changes, remarkable possessions, etc). The example of this strategy can be seen on excerpt 4 below :

Excerpt 4

Context : It takes place in a restaurant with Raul. Ms. Johnson gave a reward to three students who won from a quiz. They were Raul, Callie and Durrel but only Raul could come. He looked handsome that night.

Ms. Johnson :I couldn't find a parking space.

Raul : It's okay. I just got here myself.

Ms. Johnson :Oh, you look very handsome

Ms. Johnson uses “oh, you look very handsome” to tell Raul that he was not as usual, he was wearing his new black jacket, so he changed more handsome than usual. In the context here, Ms. Johnson pays to any aspects of Raul's condition.

4.1.2.2. Strategy 2 Exaggerate (interest, approval, sympathy with hearer)

Speaker uses exaggerate intonation, stress, and other aspects of prosodic to show interest, approval, and sympathy to hearer. The example of this strategy can be seen on excerpt 5 :

Excerpt 5

Context : It takes place inside of the classroom. Ms. Johnson asked her students and they answered it correctly.

Ms. Johnson :Okay. So, “never” is...

The Students :It’s a adverb! adverb! adverb! adverb!

Ms. Johnson :Adverb! **Fantastic!** Whoo! **You are guys are sharp!**

In the utterances...”fantastic” and ...” you are guys are sharp” by Ms. Johnson, she pays to the students that they are clever. It also shows that Ms. Johnson uses exaggerate intonation, stress, and other aspects of prosodic to show interest, approval, and sympathy to her students.

4.1.2.3 Strategy 4: Use in-group identity markers

This strategy is used to express such in-group membership which include into generic names and terms of address, using jargon or slang where speaker may evoke all the shared associations and attitudes that both of them have toward an object, or using contraction and ellipsis where speaker and hearer must share some knowledge about the situation to understand the utterances, which is marked by ellipsis and contraction.

In-group usages of address forms, it is to express such in-group membershipinclude into generic names and terms of address. The example can be seen on excerpt 6 :

Excerpt 6

Context : It takes place inside of the classroom. A student asked Ms. Johnson why she care to them. The example can be seen on excerpt 7 below :

Ms. Johnson : There are a lot of people who live in your neighbourhood who choose not to get on that bus. What do they choose to do? They choose to go out and sell drugs. They choose to go out and kill people. They choose to do a lot of other things. But they choose not to get on that bus. The people who choose to get on that bus, which are you, are the people who are saying, "I will not carry myself down to die. When I go to my grave My head will be high" That is a choice. There are no victims in this classroom!

The student : Why do you care anyway? You just here for the money?

Ms. Johnson : Because I make a choice to care. And, **honey**, the money ain't that good.

“Honey” is included in group usages of address form, because from the conversation above Ms. Johnson expresses her student into generic name and terms of address. The reason why Ms. Johnson uses that utterance is that she wants to be closer to her students while she hopes her students more proud of her.

Use of jargon or slang, where speaker may evoke all the shared associations and attitudes that both of them have toward an object. The example can be seen on excerpt 7 :

Excerpt 7

Context : It takes place inside of the classroom. Ms. Johnson made a deal when the students finish the assignment from her, she would take all of the student to a place that has highest parachute jumps, the biggest roller coaster and the best rides.

Ms. Johnson: When we finish this assignment, I am gonna take all of you to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games and the best prizes in the world.

Students : You're kiddin'. For real? And we don't gotta pay for it? And we don't gotta pay for it?

Ms. Johnson: Not a penny.

The utterance ...”penny” is included in *Use of jargon or slang*, where Ms. Johnson as a speaker may evoke all the shared associations and attitudes that both of them have toward an object. In the context here, “penny” refers to money.

4.1.2.4. Strategy 5 : Seek agreement

For seeking an agreement a speaker can use repetition for stressing emotional agreement, interest and surprise by conversation, to show that the speaker has heard correctly what was said and to satisfy the hearer.

Repetition, speaker stresses emotional agreement, interest, and surprise by conversation, to show that he has heard correctly what was said and to satisfy hearer. The example of strategy 5 can be seen below :

Excerpt 8

Context : It takes place inside of the staff room. When Ms. Johnson got a job as a teacher.

Ms. Carla : W-Well, it would be no problem to get you emergency certification. When could you start?

Ms. Johnson : Start?

The utterance...”start” shows that Ms. Johnson was surprised that she could start working as a teacher. It shows that she has heard correctly what Ms. Carla was said and she also satisfies Ms. Carla.

4.1.2.5 Strategy 6 : Avoid disagreement

In *token disagreement*, speaker pretends to agree by twisting his utterances

in order to hide disagreement that is to respond, 'yes' rather than 'no'. The example of strategy 6 can be seen below :

Excerpt 9

Context : It takes place inside of the staff room. When Ms. Johnson got a job as a full time teacher.

Carla: Teaching. Miss Johnson, I'll-I'll cut to the chase. One of our, uh, academy teachers, Mrs. Shepherd, left, and since then we've had three substitute teachers. The last one, Mrs. Gingrich, fell ill just this morning. So we have a full-time position and we need to fill it now.

Ms. Johnson: I-Um-Full time.

Carla: Yes.

Ms. Johnson: I'm sorry, um, **I thought this was an interview to**, uh, t-to student teach. Well Uh, w-w-w-w-wh-Um.. **I'm interested.**

Ms. Johnson agreed with Ms. Carla, it shows by the utterances ...”I’m interested”, but she pretends by twisting his utterances in order to hide disagreement by utterances ... “I thought this was an interview”.

4.1.2.6 Strategy 7: Presuppose/raise/assert common ground

The usage of tag questions is to claim hearer’s knowledge of situation, where hearer couldn’t possibly know. The example of tstrategy can be explained on excerpt 10 below :

Excerpt 10

Context : It takes place inside of the classroom. Ms. Johnson and her students were talking about Mr. Tambourine Man (poem).

Ms. Johnson : Well, you kn-That's a good point. I mean, i-i-it's-it's a weird choice. So, what if I told you that Mr Tambourine Man is a code name?

A Student : A code name for what? James Bond.

Ms. Johnson : A drug dealer.

Student : Is it?

Ms. Johnson: Well, a lot of people think so. **You know, this song is from the 's**, when you couldn't sing about drugs, so they had to make up codes.

Ms. Johnson caims her student's knowledge of the situation (poem) by the utterances ... "you know, this song is from the 's" because her students couldn't know about the meaning of the poem yet.

4.1.2.7. Strategy 8 : Joke

It is a technique for putting hearer „at ease or minimizing an FTA or requesting. The example of strategy 8 can be explained below :

Excerpt 11

Context : It takes place inside of the staff room. When Ms. Johnson got a job as a teacher. Ms. Carla was little bit unbelieve that Ms. Johnson was ex-marine.

Ms. Carla: Oh Oh. No, only-only good. And I must say, it-it isn't often that we have an applicant of your maturity and, uh, varied experience. Um, B.A. in English Lit, public relations, telemarketing. M-Marine. Mm-hmm. You don't look like a Marine.

Ms. Johnson: Oh, well. Long sleeves. Hides the tattoos.

Ms. Johnson minimizes her FTA to Ms. Carla by saying “long sleeves, hide tattoos”, because tattoo is one identity of a marine. It is a technique for putting the hearer (Ms. Carla). The reason why Ms. Johnson uses joke strategy since she wants to get closer to Ms. Carla.

4.1.2.8. Strategy 9: Assert or presuppose speaker’s knowledge of and concern for hearer’s wants

It is a way to indicate that speaker and hearer are cooperators and to put pressure on hearer to cooperate with speaker. The example of this strategy can be explained on excerpt 12 below :

Excerpt 12

Context : It takes place outside of the classroom, between Ms. Johnson and Emilio after he fought with Raul.

Ms. Johnson : Nasty cut. You mind telling me what the fight was about in the first place?

Emilio : Yeah.

Ms. Johnson : **I really would like to know what happened. I'm not gonna make any trouble for you.** I just wanna know, was it worth it?

Emilio : Yeah, it was worth it.

Ms. Johnson and Emilio are cooperators and she put pressure on Emilio to cooperate with her. By the utterances “I really would like to know what happened. I’m not gona make any trouble for you”, Ms. Johnson just wants to know what happen, and probably she wants to help them to solve their problem well.

4.1.2.9. Strategy 10: Offer, promise

To redress the potential threat of some FTA, speaker claims that whatever hearer wants, speaker will help to obtain, to show speaker’s good intentions in satisfying hearer’s positive faces wants, even if it is false. The example of this strategy can be seen on excerpt 13 :

Excerpt 13

Context : It takes place inside of the classroom. Ms. Johnson made a deal when the students finish the assignment from her, she would take all of the student to a place that has highest parachute jumps, the biggest roller coaster and the best rides.

Ms. johnson: When we finish this assignment, **I am gonna take all of you to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games and the best prizes in the world.**

Students : You're kiddin'. For real? And we don't gotta pay for it? And we don't gotta pay for it?

Ms. Johnson: Not a penny.

The utterances... "I am gonna take all of you to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games and the best prizes in the world" shows that Ms. Johnson promised to her students. It can be included in strategy 10 because speaker (Ms. Johnson) claims that whatever hearer (the students) wants, that is vacation, it probably can raise their motivation up. It also shows her good intension in satisfying her students' positive face.

4.1.2.10. Strategy 12: Include both speaker and hearer in the activity

Speaker uses an inclusive , people for, when speaker actually means, you or me, to call upon the cooperative assumptions and thereby redress FTA.the example of strategy 12 can be seen on excerpt 14 below :

Excerpt 14

Context : It takes place inside of the class. The student asked Ms. Johnson to learn karate, but she couldn't because she wanted to teach about conjugate verb.

Ms. Johnson :Well, I can't just teach you karate. I'll show you another hold next week.

The students : Get outta here! Belt it out, too. I wanna hear it. We eat green beans for dinner. What you do with 'em? "We eat green beans for dinner." Okay Hey, Pam. Pam! Ye-Yo, Chris! Hey. Hey. Hey, what's up? Hey, man, it's not a big deal, okay?

Ms. Johnson wrote an example of conjugate verb on the blackboard : “WE WANT TO DIE”

Ms. Johnson : Is that true? **Let’s talk..**

Ms. Johnson uses an inclusive for her students by utterance “let’s talk..”. Ms. Johnson is really wants to teach about conjugate verb and also she wants to talk about the example on the blackboard.

4.1.2.11. Strategy 14: Assume or assert reciprocity

Speaker asks hearer to cooperate with him by giving evidence of habit or obligations obtained between speaker and hearer. Thus speaker may say, in effect, “I’ll do X for you if you do Y for me” to soften his FTA. By pointing to the reciprocal right (or habit) of doing FTA to each other, speaker may soften his FTA by negating the debt aspects and/or the face threatening aspect of speech acts such as criticism and complaints. For the explanation can be explained on excerpt 15 below :

Excerpt 15

Context : it takes place in security office, the conversation between Emilio and Ms. Johnson after Emilio Fought with Raul.

Ms. Johnson : Why? You feel angry a lot of the time?

Emilio : So now you're gonna try and psychologize me? You're gonna try and figure me out? I'll help you. I come from a broken home, and we're poor. Okay? I see the same fuckin' movies you do, man.

Ms. Johnson : **You stop this mad.**
I would like to help you, Emilio.

Ms. Johnson asks Emilio to cooperate with her by giving evidence of obligation. In the utterances “you stop this mad. I would like to help you, Emilio” Ms. Johnson also soften her FTA by negating the debt aspect to Emilio, so he has no choice.

4.1.3 Negative Politeness

Negative politeness is redressive action addressed to the addressee’s negative face: his want to have his freedom of action unhindered and his attention unimpeded. It is the heart of respect behavior, just as positive politeness is the kernel of, familiar and, joking behavior (Brown and Levinson, 1987: 129-210).

The main focus for using this strategy is to assume that speaker may be imposing by the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation.

In order to see the negative politeness strategy used by Louanne Johnson Table 4.4 is presented.

Table 4.4. Frequency of Negative Politeness Strategy Used By Louanne Johnson

Strategy	Name of Strategy	Louanne Johnson	
		Frequency	Percentage
1	Be conventionally indirect	2	3.50%
3	Be pessimistic	4	6.90%
6	Apologize	1	1.70%
8	State the FTA as a general rule	1	1.70%
10	Go on record as incurring a debt, or as not indebting hearer	1	1.70%
Total		9	15,60%

There are ten strategies in positive politeness, but some of them are not found in the conversation among Ms. Johnson and her partner. They are : strategy 2 : question hedge, strategy 4 : minimize the imposition, strategy 5 : give difference, strategy 7 : impersonalize speaker and hearer, and strategy 9 : nominalize.

When examining Table 4.4 which contains the information concerning on the negative politeness strategy used by Louanne Johnson in *Dangerous Mind* movie, the researcher the researcher found some of negative politeness strategy, they are : 2 be conventionally indirect strategies, 4 be pessimistic strategies, 1 apologize strategy, 1 state the FTA as general rule strategy, and 1 go on record as incurring a debt, or as not indebting hearer strategy.

For explaining of the negative politeness used by Louanne Johnson can be seen in the following sub chapter below :

4.1.3.1 Strategy 1: Be conventionally indirect

In this strategy a speaker is faced with opposing tensions: the desire to give hearer an “out” by being indirect, and the desire to go on record. The example of this strategy can be seen on excerpt 16 :

Excerpt 16

Context : It takes place at school. Ms. Johnson become anger because she has bad bahavior from her new students, then he told to Mr. Griffith.

Ms. Johnson : Who are these kids, rejects from hell?

Mr. Griffith : No. They're bright kids with little or no educational skills and what we politely call a lot of social problems.

Ms. Johnson : Damn it, Griffith, you could've warned me!

The utterances “Who are these kids, rejects from hell?” desires to give Mr. Griffith an “out” by being indirect, and the desire to go on record. Ms. Johnson uses that utterance since she knows the teacher before her went out because the students are “reject from hell” and Mr. Griffith doesn’t tell her.

4.1.3.2 Strategy 3: Be pessimistic

This strategy gives redress to hearer’s negative face by explicitly expressing doubt that the conditions for the appropriateness of speaker’s speech act obtain. The example of strategy 3 can be explained on excerpt 17 below :

Excerpt 17

Context : It takes place inside of the classroom. The conversation among Ms. Johnson and her students, when she taught some karate to them.

Raul: All right. Yeah, shit. I'm gonna take that motherfucker. Come on, Nacho. Shit. All right. Come on, let's go, ése.

The students : Let's go. Shit! You guys
Wait, wait, wait. Whoa!

Ms. Johnson : **You guys don't know shit. You don't even know any throws.**

A student : Now, I heard that a Marine can kill a man with his, uh, bare hands. Is that true?

Ms. Johnson: Absolutely.

The utterances “You guys don't know shit. You don't even know any throws” shows that Ms. Johnson gives negative face for the appropriateness of her speech act obtain. It is probably caused by Ms. Johnson can't control her speaking and follows her students using slang words.

4.1.3.3. Strategy 6 : apologize

By apologizing for doing an FTA, the speaker can indicates his reluctance to impinge on hearer's negative face and thereby partially redress that impingement. The example of strategy 6 can be seen on excerpt 18 below :

Excerpt 18

Context : It takes place in a cafe. The conversation between Ms. Johnson and Mr. Griffith.

Ms. Johnson : Is that his thumb? I thought that was a cigarette. How is Maggie?

Mr. Griffith : Good. She wants you to come over for dinner.

Ms. Johnson : We had some fun times, you and Maggie and me and-what's his name?

Mr. Griffith : I remember. Yeah.

Ms. Johnson : I remember too. **That's why it's hard for me to come to dinner. Sorry.**

Ms. Johnson by the utterances “why it's hard for me to come to dinner, Sorry” indicates her reluctance to impinge on Hal’s negative face and thereby partially redress that impingement. She wants to reject the invitation from Hal’s wife smoothly.

4.1.3.4. Strategy 8: State the FTA as a general rule

One way of dissociating speaker and hearer from the particular imposition in the FTA, and hence a way of communicating that speaker does not want to impinge but is merely forced to by circumstances, is to state the FTA as an instance of some general social rule, regulation, or obligation. The example of strategy 8 can be seen on excerpt 19 below :

Excerpt 19

Context : It takes place in headmaster’s office. Ms. Johnson got a warning from headmaster because she took her student went to a waterpark.

Headmaster: Miss Johnson, the-the School Board would have every right to insist on your dismissal. You informed no one. You got no permission slips.

Ms. Johnson : **Oh, but there was no one to inform.** All the kids just decided to go to the amusement park at the last minute. And then they let me come along.

Headmaster : Did they pay for you?

Ms. Johnson : No, I paid for them. I was just so moved by the invitation.

Ms. Johnson uses the utterance “Oh, but there was no one to inform” because she doesn’t know that she must have a permission slip to go out with her students. She also does not want to impinge the headmaster, but it is merely forced to by circumstances, is to state the FTA as an instance of regulation as a teacher.

4.1.3.5. Strategy 10: Go on record as incurring a debt, or as not indebted hearer.

Speaker can redress an FTA by explicitly claiming his indebtedness to hearer, or by disclaiming any indebtedness of hearer, by means of expressions such as for requests and for offers. The example of strategy 10 can be seen on excerpt 20 :

Excerpt 20

Context : It takes place at the school, when both of students, Raul and Emilio Ramires they were coming to blow.

Ms. Johnson : Back off! Hey, hey, hey, hey! Hey! Hey! Hey! iPuto! **One of you makes a move, I will call security!**

Raul : Aw, bullshit! Big fuckin' deal. They don't care.

Ms. Johnson : Okay, get to your classes. Okay. It's all over. Move!

Ms. Johnson redresses her FTA by explicitly claiming her indebtedness to Raul and Emilio by means request : “*makes a move*”. Then offer : “*I will call security*”. The utterances used by Ms. Johnson because she wants Raul and Emilio stop fighting.

4.1.4. Off Record

Off record is an indirect politeness strategy in which the speaker says something that can be interpreted in more than one way (Brown and Levinson, 1987:211-227). A communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an, out by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. Thus if a speaker wants to do FTA, but wants to avoid the responsibility for doing it, he can do it off record, and leave it up to the addressee to decide how to interpret it. In order to see the off record strategy used by Louanne Johnson Table 4.5 is presented.

4.5. Frequency of off record strategy used by Louanne Johnson.

Strategy	Name of Strategy	Louanne Johnson	
		Frequency	Percentage
1	Give hints	1	1.70%
2	Give association clues	1	1.70%
4	Understate	1	1.70%
8	Be ironic	1	1.70%
9	Use metaphors	1	1.70%
15	Be incomplete	1	1.70%
Total		6	10.50%

Based on table 4.5 can be seen that some of off record strategies are not used by Ms. Johnson in her conversation, they are strategy 3 : presuppose, strategy 5 : overstate, strategy 6 : use tautologies, strategy 7 : use contradictions, strategy 11 : be ambiguous, strategy 12 : be vague, strategy 13 : overgeneralize, strategy 14 : displace hearer. Meanwhile the other strategies used by Ms. Johnson in her conversation. The reason why using of off record strategy because Ms. Johnson's social culture is equal and higher than her partner.

Table 4.5 shows of some off record strategies used by Ms. Johnson, they are : 2 Give hints strategies, 2 give association clues strategies, 1 understate startegy, 1 be ironic strategy, 1 use metaphor strategy, and 1 use rhetorical questions strategy. For explanating of the off record used by Louanne Johnson can be seen in the following sub chapter below :

4.1.4.1. Strategy 1: Give hints

If speaker says something that is not explicitly relevant, he invites hearer to search for an interpretation of the possible relevance. The basic mechanism here is a violation of the Maxim of Relevance. The example of strategy 1 can be seen on excerpt 21 below :

Excerpt 21

Context : It takes place in a cafe between Ms. Johnson and Mr. Griffith.

Mr. Griffith : seeing anybody:

Ms. Johnson : No!

Mr. Griffith : How do you do that? You walk around with a bag over your head?
No. Louanne, it's over six months.

Ms. Johnson : **I'm not ready, Hal. I'm busy.** You know, I thought you guys always stuck together. What are you sitting here with me for?

Mr. Griffith : You know, he was my best friend, Louanne. "Was" is the operative word. He isn't worth your spit.

Ms. Johnson says something that is not explicit, she invites Ms. Griffith for an interpretation of possible relevance. The utterances "I'm not ready, Hal. 'm busy". It perhaps means "I don't want to talk about it".

4.1.4.2. Strategy 2: Give association clues

A related kind of implicature triggered by relevance violations is provided by mentioning something associated with the act required of hearer, either by precedent in speaker-hearer's experience or by mutual knowledge irrespective of their interactional experience. The example of strategy 2 can be explained on excerpt 22 below :

Excerpt 22

Context : it takes place in a restaurant. Raul went to be absent for couple days to work out because he must pay his jacket.

Raul : Now don't be mad or nothing, but I gotta be absent for a couple of days without your coming to my house. It's important.

Ms. Johnson : You'll have to tell me why.

Raul : I got some shit to do. I gotta make some money to pay back this guy.

Ms. Johnson : **This doesn't sound important enough to cut school.**

The utterances “this doesn’t sound important enough to cut school” shows that Ms. Johnson provides a related kind by mentioning something to Raul, probably she wants to say “ I don’t let you absent from my class”, because she doesn’t want raul to be absent from her class.

4.1.4.3. Strategy 4: Understate

Speaker understates what he actually wants to say. In the case of a criticism, speaker avoids the lower points of the scalar predicate, such as: tall, nice, good, and in the case of a compliment, or admission, speaker avoids the upper points. The example of strategy 4 can be seen on excerpt 23 below :

Excerpt 23

Context : It takes place outside of the school. Ms. Johnson told to her friend, Mr. Griffith that she wanted to teach poetry to her students.

Mr. Griffith : Poetry?

Ms. Johnson : Poetry, yeah.

Mr. Griffith : These kids?

Ms. Johnson : **Why not these kids? Well, I go for it.**

Ms. Johnson avoids the lower points of the scalar predicate. She uses the utterances “well, i go for it”. It a case of a criticism. Ms. Johnson believes that her students can learn poetry well, although Mr. Griffith assumes that is impossible.

4.1.4.4. Strategy 8: Be ironic

By saying the opposite of what he means, speaker can indirectly express intended meaning. The example of strategy 8 can be seen on excerpt 24 below :

Excerpt 24

Context : It takes place at school. The conversation between Ms. Johnson and Ms. Carla. Ms. Johnson was so infuriated knowing her student, Emilio Ramires was shoot. He asked a help to headmaster, but the headmaster sent him away because he forgot to knock the door.

Ms. Carla : They just found Emilio Ramirez three blocks from the school. He was shot this morning.

Ms. Johnson : Is he dead?

Ms. Carla : H e's dead. I'm very sorry. Um,,, are you going to tell them now? Do you think that's wise?

Ms. Johnson : Yeah.

Ms. Carla : Well, uh, perhaps if you talk to them a little bit about death and-and-and what it means.

Ms. Johnson : What would you like me to say? **That if you don't want to die, remember to knock. Genius!**

Ms. Johnson says the opposite of what she means by the utterances ...”that if you don’t want to die, remember to knock. Genius!”. She perhaps want to say “stupid” for the headmaster.

4.1.4.5. Strategy 9: Use metaphors

There is a possibility for the use of metaphor by off record, which marked with hedging particles such as: real, regular, sort of, as it were that make their status explicit. The example of this strategy can be seen on excerpt 25 below :

Excerpt 25

Context : It takes place inside of the classroom. The conversation among Louanne Johnson and her students. They were talking about poem.

The student : Yeah, so what's the prize we're gonna get for learning this poem?

Ms. Johnson : Learning is the prize. Yeah. Knowing how to read something and understand it is the prize. Okay? Knowing how to think is the prize.

The student : I know how to think right now.

Ms. Johnson : Okay. Well, yeah, well, you know how to run too. But not the way you could run if you trained. You know, **the mind is like a muscle**. Okay? And if you want it to be really powerful, you got to work it out. Okay? Each new fact gives you another choice. Each new idea builds another muscle, okay?
And it's those muscles that are gonna make you really strong. Those are your weapons, and in this unsafe world. I want to arm you.

It shows that Ms. Johnson used metaphor by off record, by marks with hedging particles : *like*. It makes “the mind and the muscle-the muscle and the weapon that status explicit.